



## Georgetown Middle

2400 Anthuan Maybank  
Georgetown, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	864 Students	
<b>Principal</b>	Rosemary D. Gray	843-527-4495
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

Percent of students tested in 2008-09 whose 2007-08 test scores were located

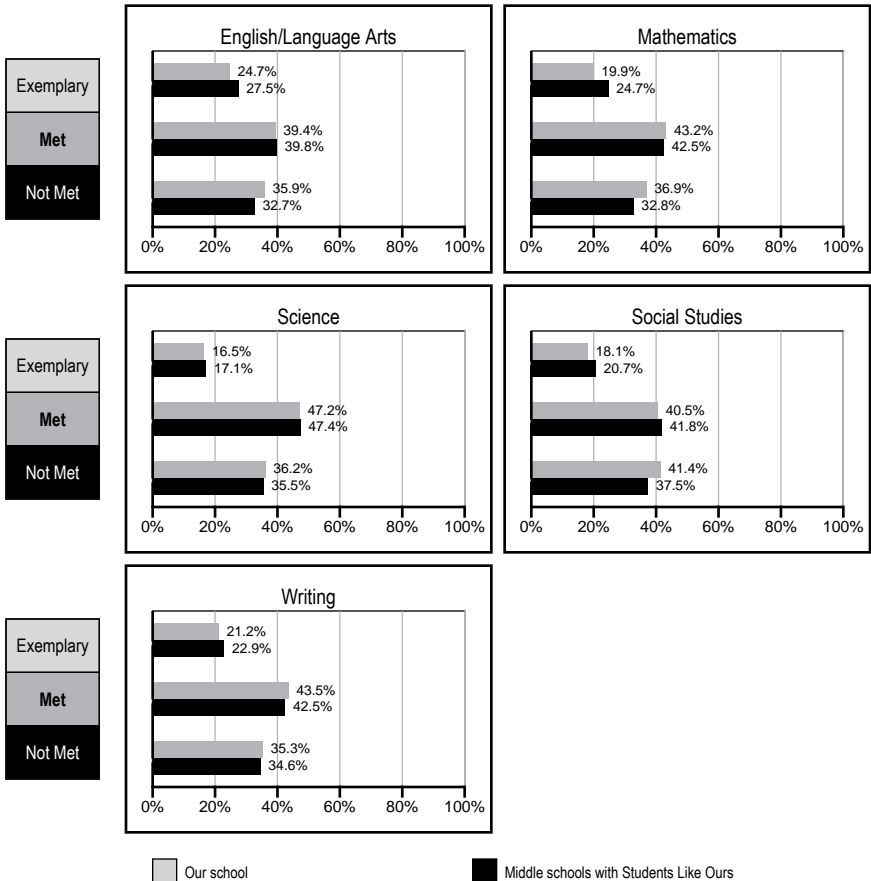
98%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	2	34	5	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"Not Met" means that the student did not meet the grade level standard.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.4%	97.2%
English 1	93.4%	95.8%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	93.9%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=864)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Up from 12.1%	19.3%	21.6%
Retention rate	1.2%	Down from 2.4%	1.3%	1.2%
Attendance rate	95.5%	Up from 94.1%	95.6%	95.9%
Eligible for gifted and talented	20.7%	Down from 21.2%	14.8%	14.8%
With disabilities other than speech	14.6%	Down from 16.1%	13.6%	12.6%
Older than usual for grade	4.5%	Down from 5.3%	3.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.5%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	55.4%	Down from 60.3%	54.6%	56.9%
Continuing contract teachers	82.1%	Up from 77.6%	74.3%	72.7%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	4.8%	5.3%
Teachers returning from previous year	79.8%	Up from 79.7%	81.8%	82.9%
Teacher attendance rate	93.8%	Up from 93.2%	95.3%	95.2%
Average teacher salary*	\$49,328	Up 1.4%	\$45,736	\$46,599
Professional development days/teacher	9.8 days	Down from 11.5 days	9.7 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.8 to 1	19.8 to 1	20.1 to 1
Prime instructional time	87.3%	Up from 85.1%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.7%	98.4%	97.8%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$7,056	Up 2.7%	\$7,602	\$7,645
Percent of expenditures for instruction**	66.2%	Down from 66.8%	64.2%	63.4%
Percent of expenditures for teacher salaries**	61.8%	Down from 62.1%	57.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**Report of Principal and School Improvement Council**

Our objective is for all students to have a positive experience and to become excited about learning as a result of having attended Georgetown Middle School. We want our students to be equipped with the essential tools to establish and maintain healthy and responsible relationships, enhance their self-confidence, and develop positive attitudes toward learning, toward the adults in their lives, and toward life in general.

The faculty at Georgetown Middle School has a strong commitment to high achievement and excellence. We have developed a unity of purpose among parents, community, faculty, and staff as we set common goals, make important decisions, and work together to achieve these school goals.

It is our belief that all members of the community must be life-long learners in order for the community to remain healthy and continue growing. All children can learn. They will rise to the level that teachers and parents expect them to; therefore, children are our number-one priority. Students are encouraged to reach their highest potential. We have high expectations for all of our students, regardless of their current achievement levels or any learning challenges they may have. We strive to develop independent, critical thinkers who possess a love of learning and display positive character traits of good citizenship.

Our goal is to be able to report that 100% of our students are prepared for academic success. By the time our students complete their eighth-grade year, we aim for them to be academically and socially ready to move on to the high school level, where they can continue to develop as academic achievers and responsible and productive citizens.

Being involved in the Making Middle Grades Work Program, the GMS faculty has seen much professional growth over the last school year. Working together, planning and assessing student progress, implementing writing across the curriculum, placing more emphasis on reading, and making better use of analyzing test data, our teachers have become stronger educators. Our students have benefitted from quality professional development our teachers have received throughout the course of implementing MMGW.

Athletics and extracurricular activities play an important role in our students' lives. Students have the opportunity to participate in a variety of sports. They are offered football, basketball, baseball, softball, soccer, golf, cheerleading, track, wrestling, and volleyball. Students are also able to participate in a number of clubs that GMS offers: Archery, Student Council, Chess, South Carolina Wildlife Management, Spanish, Art, Black History, Drama, Green Thumb, Newsletter, Book Club, Cheer and Pep, Dance, Cooking, and Yearbook.

Our emphasis will continue to be to focus on nonfiction writing in all academic areas, to provide more time for reading, to continue to provide student incentives for high academic achievement, and to provide additional staff development on test data analysis and best teaching practices. We will continue in our mission to provide our students with opportunities to be successful and responsible in an ever-changing society. Rosemary Gray, Principal

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	35	251	98
Percent satisfied with learning environment	85.7%	62.9%	71.6%
Percent satisfied with social and physical environment	94.3%	65.7%	70.5%
Percent satisfied with school-home relations	77.1%	74.8%	73.4%

\* Only students at the highest middle school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	822	99.8	36.1	40.1	23.9	74.1	81.6	82.8	Yes	Yes
<b>Gender</b>										
Male	415	99.5	42.4	36	21.6	69.2	77.5	79.3	N/A	N/A
Female	407	100	29.9	44.1	26.1	79	86	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	381	99.5	24.5	40.5	35	82.9	89.9	89.5	Yes	Yes
African American	412	100	48	39.1	12.9	65	72.4	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	22	100	19	52.4	28.6	85.7	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	117	100	83.3	10.2	6.5	29.6	39.7	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	18.8	62.5	18.8	87.5	78.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	508	99.6	44.2	40.5	15.3	68.6	75.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	822	99.8	36.9	43.5	19.6	73.5	80.4	78.9	Yes	Yes
<b>Gender</b>										
Male	415	99.5	41.1	39.6	19.3	69.7	77.7	77	N/A	N/A
Female	407	100	32.7	47.3	20	77.2	83.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	381	99.5	22.9	47.4	29.8	82.9	88.9	87.2	Yes	Yes
African American	412	100	51.3	39.8	8.9	63.7	70.7	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	22	100	19	52.4	28.6	85.7	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	117	100	84.3	11.1	4.6	23.1	36.4	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	12.5	68.8	18.8	87.5	83.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	508	99.6	46.5	40.9	12.6	66.5	73.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	556	100	35.7	47.2	17.2	64.3	65.8	67.5
<b>Gender</b>								
Male	280	100	39.8	43.6	16.7	60.2	63.5	67
Female	276	100	31.6	50.8	17.7	68.4	68.3	68
<b>Racial/Ethnic Group</b>								
White	260	100	22.7	51.4	25.9	77.3	79.6	79.5
African American	277	100	49.1	43	7.9	50.9	50.6	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	14	100	21.4	50	28.6	78.6	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	80	100	79.7	13.5	6.8	20.3	26.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	55.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	342	100	45.8	43.3	10.9	54.2	55.1	55.1

**Social Studies**

All Students	555	99.6	40.8	40.8	18.4	59.2	70.4	72.3
<b>Gender</b>								
Male	279	99.6	40.6	36	23.4	59.4	70	71.5
Female	276	99.6	41	45.4	13.7	59	70.8	73.2
<b>Racial/Ethnic Group</b>								
White	261	100	29.4	42.1	28.6	70.6	81.6	80.7
African American	273	99.3	53.6	39.1	7.3	46.4	58	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	15	100	21.4	50	28.6	78.6	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	72	100	75	19.1	5.9	25	34	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	61.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	330	99.4	51	38.1	10.9	49	60.5	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	820	97.8	34.7	43.9	21.4	65.3	69.5	70.2	95.5	96.2
<b>Gender</b>										
Male	414	98.3	44.2	39.8	16	55.8	61.9	63.2	95.3	96.1
Female	406	97.3	25.1	48.1	26.9	74.9	77.7	77.5	95.8	96.3
<b>Racial/Ethnic Group</b>										
White	374	98.7	22.6	46.2	31.2	77.4	80.2	79.1	94.9	95.6
African American	418	96.9	46.8	41.8	11.4	53.2	57.9	57.6	96	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.6	86.2	97.7	97.3
Hispanic	21	100	23.8	38.1	38.1	76.2	64.7	62.6	96.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	99.9	93.2
<b>Disability Status</b>										
Disabled	117	93.2	N/AV	N/AV	N/AV	10.6	16.1	26.1	93.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	18.8	62.5	18.8	81.3	62.6	61.2	97.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	510	97.5	45.1	41.1	13.8	54.9	59.7	58.9	95	96

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	100	32.2	45.2	22.6	67.8
	7	293	100	36.2	33.3	30.5	63.8
	8	290	99.3	39.3	42.6	18	60.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	100	28.3	45.7	26.1	71.7
	7	293	100	39.7	41.5	18.8	60.3
	8	290	99.3	41.2	43.8	15.1	58.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	100	42.6	50.4	7	57.4
	7	291	100	23.6	51.8	24.6	76.4
	8	144	100	54.8	34.8	10.4	45.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	99.2	29.8	55.3	14.9	70.2
	7	293	100	50.4	34.8	14.9	49.6
	8	144	99.3	30.1	41.2	28.7	69.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	236	98.7	32	47.4	20.6	68
	7	293	96.6	30.7	43.3	26	69.3
	8	291	98.3	40.9	41.7	17.4	59.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample